

## **Portfolio Assessment in L2 Writing: Realizing Sustainability** (二語寫作中的檔案袋評價：實現可持續性應用)

**Date:** Thursday 21 November 2019

**Time:** 12:30-14:00

**Venue:** E33-G021, Faculty of Education, UM

**Language:** English

**Audience:** All are welcome

**Registration:** <https://go.um.edu.mo/4mw6nxga>



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### **Speakers:**

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### **Abstract:**

Portfolio assessment has gained momentum in different educational settings in the past few decades. Defined as a purposeful and meaningful collection of students' work that documents their effort, progress and achievement in learning, portfolio assessment is making a promising contribution as an alternative assessment method to impromptu essay testing and multiple-choice testing. In second language (L2) classroom writing contexts that implement portfolios, not only are students more metacognitively aware of who they are as learners and engage more deeply in the writing process, they also have a stronger sense of responsibility and participation in the learning process, and a heightened level of self-determination. While the accolades found in research on PA are encouraging, there is a dearth of empirical research on how the benefits of PA can be sustained over time as well as the support teachers need to realize change in assessment in their teaching contexts. To fill this significant void, the present study explores the factors that secure or undermine the sustainability of PA in L2 writing. Data from interviews with the principal, English department chairs and four teachers from one elementary school in Hong Kong reveal that, after four years of implementing PA in their writing classrooms as an

assessment innovation, the teachers are equipped with enhanced assessment literacy, increased confidence and heightened motivation to cope with contextual obstacles in their teaching contexts. Results also indicate that institutional support including ongoing professional development opportunities and structural support, as well as self-agency and professionalism of teachers are the cornerstone of the transformation and sustainability of the assessment innovation. Implications on how the innovative attempts in PA can be sustained over time are discussed.